

EWU - Addendum to Standard V Final Proposal Review
Standard V Program Re-approval Template
 Submit completed form to your liaison by June 1, 2009.

Institution Eastern Washington University

Date June 4, 2009

Dean/Director Dr. Alan Coelho

Signature _____

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	<p>EDUC 303 #2. develop detailed lesson plans including EALR's, outcomes, pedagogy format, assessment, grading plan, and know how and be able to explain assessment goals and results to students, parents and other community members. (E, S)</p> <p>EDUC 304 - #2 describe these models of reading: basal approach, reader's workshop and a literature based approach and explain how these models incorporate a student centered environment, diversity and technology. (E)</p> <p>EDUC 310 - #6 How to write lesson</p>	<p>EDUC 303 - Written lesson plans (Pedagogy format), selected content area outcomes, EALRs, assessment proposed modifications.</p> <p>EDUC 304 - Student reflection paper: models of reading/components outlined, cooperating teacher Performance Verification Assessment.</p> <p>EDUC 310 - Lesson plan reading;</p>

	<p>plans which include measurable objectives, use of technology for instruction, assessment aligned with instruction, Washington State EALR's, management plan addressing collaborative interactions, grouping, classroom procedures and transitions, opportunities for student voice, communication with parents. (E)</p> <p>EDUC 338 #3 - describe a variety of Language Arts instructional and assessment strategies for all students, that incorporate EALRs and GLEs. #4 design and write lesson plans, which include outcomes, instructional strategies, assessment, technology and classroom management (E)</p> <p>EDUC 339 - #1 develop projects describing nature of inquiry in science and social studies integrating concepts and principles of physical, life and earth sciences, history, geography, civics and economics. (E) #2 design two unit plans one in social studies, one in science which include student outcomes, assessment, content and process skills, problem solving steps, data gathering, a classroom management plan i.e. collaboration, classroom procedures, opportunities for student voice/choice, communication with parents, and use of technology to support instruction (E)</p> <p>EDUC 413 # 1 demonstrate use of comprehension strategies of content area materials before, during and after the instruction. (S) #2 design lesson plans including EALR's, GLE,s.</p>	<p>assessment modific, reflective paper. EWU supervisor observed Lesson Plan with Performance Verification Assessment</p> <p>EDUC 338 - Lesson plan, writing/communication benchmarks, assessment, modific. EWU supervisor observed Lesson Plan Performance Verification Assessment (Cooperating Teacher)</p> <p>EDUC 339 - Lesson Plan, field trip/assessment. EWU supervisor observed Lesson Plan Performance Verification Assessment (Cooperating Teacher)</p> <p>EDUC 413 - Lesson Plan, reading, writing, content area EALRs, assessment, modific. . EWU supervisor observed Lesson Plan</p>
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<p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>outcomes, procedures, assessment, classroom management, integration of reading/writing/communication with subject matter, the use of technology for instruction and include pre-reading assisted reading and reflective reading (S)</p> <p>EDUC 341 #1 design lesson plans which include student learning outcomes, procedures, assessment, classroom management procedures and teaching strategies i.e. group and collaborative learning, discussion inquiry/discovery, direct teaching, self-directed learning and technology (S) #2 develop lesson plans which incorporate Washington State knowledge and skills, GLE's, EALRs (S)</p>	<p>Performance Verification Assessment (Cooperating Teacher)</p> <p>EDUC 341 - Lesson Plan, selected strategy, assessment, modific. EWU supervisor observed Lesson Plan Performance Verification Assessment (Cooperating Teacher)</p>
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What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p>	<p>EDUC 303 - # 3 develop different kinds of assessment instruments and assess learning outcomes based on state and endorsement standards in his or her content area(s). Assessment areas may include but are not limited to: objective test with key and rubric, chart and observational checklist, assessment conference, metacognitive reflection paper, a rubric organizer and assessment portfolio (E, S)</p> <p>EDUC 310 - #6 How to write lesson plans which include measurable objectives, use of technology for instruction, assessment aligned with instruction, Washington State EALR's, management plan addressing collaborative interactions, grouping, classroom procedures and transitions, opportunities for student voice, communication with parents (E)</p> <p>EDUC 338 - #3 describe a variety of Language Arts instructional and assessment strategies for all students, that incorporate EALRs and GLEs (E)</p> <p>EDUC 339 - #2 design two unit plans one in social studies, one in science which include student outcomes, assessment, content and process skills, problem solving steps, data gathering, a classroom management plan i.e. collaboration, classroom procedures, opportunities for student voice/choice, communication with parents, and use of technology to support instruction (E)</p>	<p>EDUC 303 - Develop Assessment Instrument/rubric</p> <p>EDUC 310 - Lesson Plan/Student Voice Communication/parent plan</p> <p>EDUC 338 - Variety of Language Arts assessment strategies for all students EALRs/GLEs</p> <p>EDUC 339 - 2 unit plans Social Studies/Science Student Voice/choice problem solving</p>

<p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p>	<p>#4 complete a performance based final exam including content, resources and processes of science and social studies instruction (E)</p> <p>EDUC 413 #4 - use a variety of assessment tools which may include but are not limited to objective tests with keys and rubrics, final exams, observational checklists, assessment conferences, metacognitive reflection papers, graphic organizers, and assessment portfolios. (S)</p> <p>EDUC 303 - #1 plan for the assessment of learning, taking into account a wide array of student diversity and abilities</p> <p>EDUC 338 - #3 3 describe a variety of Language Arts instructional and assessment strategies for all students, that incorporate EALRs and GLEs (E)</p> <p>EDUC 339 - #2 design two unit plans one in social studies, one in science which include student outcomes, assessment, content and process skills, problem solving steps, data gathering, a classroom management plan i.e. collaboration, classroom procedures, opportunities for student voice/choice, communication with parents, and use of technology to support instruction (E)</p> <p>EDUC 341 - #3 design assessment strategies that measure and promote all students' learning. Including but not limited to: objective test with key and rubric, t-chart, observational checklist, assessment conference, metacognitive reflection paper, graphic organizer, and assessment</p>	<p>EDUC 413 - Variety of assessment tools described</p> <p>EDUC 303 - Lesson Plan wide array of student diversity and abilities</p> <p>EDUC 338 - Variety of Language Arts instructional and assessment strategies</p> <p>EDUC 339 - Two unit plans, collaboration, classroom procedures, student voice, choice</p> <p>EDUC 341 - Assessment strategies and student voice</p>
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<p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p>	<p>portfolio (S)</p> <p>EDUC 413 #2 design lesson plans including EALR's, GLE's, outcomes, procedures, assessment, classroom management, integration of reading/writing/communication with subject matter, the use of technology for instruction and include pre-reading assisted reading and reflective reading (S)</p> <p>EDUC 310 #7 How needs of all students are addressed including academic levels, special needs, and diversity (E)</p> <p>EDUC 338 - #4 design and write lesson plans, which include outcomes, instructional strategies, assessment, technology and classroom management (E)</p> <p>EDUC 339 #2 design two unit plans one in social studies, one in science which include student outcomes, assessment, content and process skills, problem solving steps, data gathering, a classroom management plan i.e. collaboration, classroom procedures, opportunities for student voice/choice, communication with parents, and use of technology to support instruction (E)</p> <p>EDUC 341 - #1 design lesson plans which include student learning outcomes, procedures, assessment, classroom management procedures and teaching strategies i.e. group and collaborative learning, discussion inquiry/discovery, direct teaching, self-directed learning and technology (S)</p> <p>EDUC 338 - See outcome #4 above EDUC 339 - See outcome #2 above</p>	<p>EDUC 413 - Lesson Plans, integration of reading, writing, content area</p> <p>EDUC 310 - Lesson plan, addressing needs of all students academic levels, special needs, diversity</p> <p>EDUC 338 - Lesson plan, outcomes, strategies, assessment, technology, management</p> <p>EDUC 339 - Unit plan collaboration, student voice, choice, technology</p> <p>EDUC 341 - Lesson plan, group and collaborative learning, self-directed learning</p>
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D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	EDUC 341 - See outcome #1 & #3 above EDUC 413 - See outcomes above	
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What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

Cooperating Teachers and candidates rate extent to which candidate demonstrated the knowledge and skills listed below as teacher based evidence.

What would be the major examples of evidence in your program for

This is being responded to as evidence of P-12 student engagement.

<i>Criteria - Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	EDUC 338, 339, 341 - planned and taught developmentally appropriate lessons which include (outcomes, EALRs, GLE s, procedures, assessment) an array of instructional strategies (discussion groups, inquiry, direct, demonstration) instruction which provided for active student involvement (adapted to individual differences) instruction which encourages critical thinking/problem solving	Student Based Evidence found in following field based assessments Pedagogy Assessment - EWU supervisor observations Standard V Midterm/Final Evaluation (Supervisor, candidate, cooperating teacher observations) Student Teacher/Cooperating Ratings of

<p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>presented lessons with an in depth knowledge of content area</p> <p>integrated technology into instruction and assessment</p> <p>implemented instructional methods, curriculum, assessment which evidenced multicultural perspectives</p> <p>implemented caring and flexible approaches working with all students (diverse backgrounds, wide range of abilities</p> <p>designed and planned instruction informed by families, neighborhoods, communities</p> <p>established and stated expectations for student conduct</p> <p>designed and planned instruction informed by families, neighborhoods, communities</p> <p>designed and planned instruction informed by families, neighborhoods, communities</p>	<p>demonstration of performance</p> <p>Performance Verification Assessment Cooperating teacher ratings</p> <p>Above observation/assessment forms provide evidence for each of the criteria listed.</p> <p>Pedagogy Assessment, Standard V Midterm/Final Evaluation Assessment, Student Teaching Unit, Plans, Lesson plans implementation will all be observed by cooperating teachers and EWU supervisors who will describe specific evidence on student voice, choice, participation responses.</p>
<p>E.</p>		

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - Teacher candidates positively impact student learning that is:	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p>	<p>EDUC 200 - 5 To what extent has this course provided you with an introductory knowledge of the Department of Education mission and vision, NCATE (National Council for Accreditation of Teacher Education) and State of Washington knowledge and skills standards for teachers? (E, S)</p> <p>EDUC 201 - #4 principles, practices and benefits of professional organizations (E, S) #5 principles, practices and benefits of professional organizations (E, S)</p> <p>EDUC 420 - #2 understanding necessary to become a member of the teaching profession)E, S)</p>
<p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p>	<p>EDUC 201 - #4 principles, practices and benefits of professional organizations (E, S) #5 principles, practices and benefits of professional organizations (E, S)</p> <p>EDUC 341 - #4 demonstrate professional understanding of teaching through reflection, analysis, synthesis and evaluation (S)</p> <p>EDUC 420 Professional Growth Plan</p>

<p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>EDUC 338/339/341 established and stated expectations for student conduct established a safe/pleasant student centered democratic environment</p> <p>implemented caring and flexible approaches working with all students (diverse backgrounds, wide range of abilities)</p> <p>EDUC 418 - #1 conceptualize and articulate a classroom management perspective that includes managing a democratic learning environment which supports equitable collaboration and interaction by effectively using materials and technology,, modeling interactions, providing clear directions and expectations (E) #5 develop knowledge of legal rights and responsibilities of teachers and schools (E)</p> <p>EDUC 419 - #1 conceptualize and articulate a classroom management perspective that includes managing a democratic learning environment which supports equitable collaboration and interaction by effectively using materials and technology,, modeling interactions, providing clear directions and expectations. #5 develop knowledge of legal rights and responsibilities of teachers and schools (S)</p> <p>EDUC 420 - #1 legal issues affecting public school teachers (E,S)</p>
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1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

Standard V Re-approval template, which was forwarded to Larry Lashway in February, included examples of the information requested. However, more detail is provided as follows:

- Course content
- Course content has been changed to ensure that Standard V criteria is included in course outcomes specific to each criteria for required secondary professional education courses.

Examples of evidence for Standard V, Course Content, are listed in the template with specific course outcomes outlined from required professional education courses in the teacher based evidence column. As reported in the Standard V Re-approval template on January 27, 2009. candidate capacity to provide effective learning

experiences is assessed by faculty course instructors for outcomes reported for Standard 5.1 and Standard 5.2 through various assessment methods. A common outcome for methods courses is lesson plans designed by candidates, which demonstrate planning for impact on student learning based on specific elements of Standard 5. (See template)

- Field experiences

As candidates design lesson plans for each of the 3-quarter 3-9 hour pre-student teaching experiences and for the full quarter of student teaching capacity to provide effective learning experiences is assessed by: 1) EWU supervisors who observe and provide feedback in lesson plans, instruction and evidence of student voice and engagement in effective teaching experiences according to Standard V criteria; 2) cooperating teachers who rate candidates on demonstration of Knowledge and Skills of Standard V and Pedagogy Assessment ; and 3) candidate who rate themselves on demonstration of indicators of Standard V and Pedagogy Assessment.

EWU student teacher supervisors review the Standard V Midterm/Final Evaluation with the cooperating teacher and student teacher during the required orientation conference. The Standard V Midterm/Final Evaluation performance indicators include evidence of K-12 student participation are rated by the student teacher, cooperating teacher and supervisor at the midterm conference to determine if standards are being met. Recommendations are made to improve performance as agreed upon and signed by the conference participants. The Standard V Midterm/Final Evaluation recommendations, performance and evidence are reviewed again at the final end of quarter conference to determine that performance has been satisfactory and all standards are met.

- P-12 district/school partnerships

Up to 350 candidates from EWU may be participating in P-12 school experiences every quarter. Candidates are observed by EWU supervisors once each quarter during the 3-quarter pre-student teaching experience and a minimum of 5 observations and 3 formal conferences each quarter of student teaching.

No formal P-12 district/school partnerships have been initiated to implement Standard V. However, the EWU field experience supervisors do meet with all student teacher cooperating teachers to review Standard V each quarter.

- Faculty development

Fall 2007, Department of Education faculty attended a fall retreat to determine activities related to Standard V for each required professional education course. Discussion followed at faculty meetings throughout the year. Faculty representing cross campus departments and Department of Education faculty attended the OSPI sponsored Standard V workshop in Spokane.

Lois Davies presented to EWU faculty on evidence gathered and student voice. She also presented to EWU EDUC 303, Foundation of Assessment classes.

Mariann Donley, EWU Professional Certification Director, presented to Department of Education faculty, cross campus major faculty and EWU supervisors on student voice and evidence gathering. She included video clips and information made available for the Professional Certification Program through OSPI.

In areas where no changes were necessary, briefly indicate why.

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

The first step in implementation of Standard V throughout the professional education program involved presentation and dialogue at a Fall 2007 faculty retreat. At that time faculty met in small groups to 1) review required professional education course; 2) review and revise course outcomes to reflect Standard V knowledge and skills. Field Experience Performance Verification Assessments (which are completed by cooperating teachers) were revised to reflect Standard V, Knowledge and Skill outcomes which were identified for concurrent methods courses; 3) Student Teaching Midterm/Final Evaluations were redesigned in a Standard V format which required EWU supervisors to record evidence of knowledge and skills being demonstrated by both the student teacher and their P-12 students.

Training and discussion on the implementation of Standard V Knowledge and Skills has been provided during regular quarterly EWU supervisor meetings from winter quarter 2008 through spring quarter 2009. Candidates receive initial instruction, development of lesson plans during EDUC 303, Foundation of Assessment, a first class in the Professional Education Program. They receive instruction on lesson plan development, the Pedagogy Assessment analysis and response to student-based evidence.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.
Candidates develop lesson plans during methods courses, which are required concurrently with the 3-quarter pre-student teaching field experiences. These lesson plans include focus on analyzing and responding to student based evidence.

Candidates teach from 4 to 8 lessons each quarter of pre-student teaching field experience during which they are observed teaching one lesson and receive feedback from an EWU supervisor.

Cooperating teachers complete Performance Verification Assessments for candidate performance on items related to analysis and response to student based evidence.

Reflection and self analysis are an integral part of a minimum of 5 observations including (2 Pedagogy lessons) during student teaching during which candidates receive feedback from EWU supervisors and cooperating teachers.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

Ongoing review of the data gathered on evidence of implementation of Standard V Knowledge and Skills throughout required professional education coursework and field experiences will occur at regular constituency meetings identified in the EWU Assessment System Calendar (Attachment 1). Constituency feedback will be the basis for course and program change to ensure evidence that Standard V Knowledge and Skills are met.

An area of focus receiving current attention which will be continued is the consideration of environmental sustainability.

More in depth consideration of community connections is taking place and will be an increasing focus. Feedback from the PESB on inclusion of technology has been and will continue to be a major focus. Evidence of candidate use of technology, which was inadvertently not included on the preliminary Standard V Proposal, is provided in Attachment 2.

The definition of student voice while not included in the Preliminary Proposal was not a focus concern as in-service training from Lois Davies and Mariann Donley, attendance at OSPI Spokane Workshop provided clarity and understanding.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program. Brian Ormsby, Teacher PEAB chair will forward his letter directly to Judy Smith, EWU liaison.

Sample student assignments will be forwarded.